

YAVAPAI COLLEGE

# PARAMEDIC STUDENT HANDBOOK

2025

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**PREPARED BY:**

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Director of EMS



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### EMS Program Contact Information

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## Introduction

“The Yavapai College Paramedicine Program is accredited by the Commission on Accreditation of Allied Health Education Programs ([www.caahep.org](http://www.caahep.org)) upon the recommendation of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP).

Commission on Accreditation of Allied Health Education Programs  
727-210-2350  
[www.caahep.org](http://www.caahep.org)

CoAEMSP:  
214.703.8445  
[www.coaemsp.org](http://www.coaemsp.org)”

The Higher Learning Commission accredits Yavapai College, a North Central Association of Colleges and Schools member. The college’s Advanced Life Support education program is credentialed by the Arizona Department of Health Services Bureau of Emergency Medical Services and Trauma System (AzDHS/BEMSTS). Yavapai College Paramedicine Education Program maintains national accreditation and other credentials by adhering to professional Paramedicine education standards established by:

- A. The Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP)
- B. *The Paramedic National EMS Education Standards*
- C. The National Association of EMS Educators (NAEMSE)
- D. The National Registry of EMTs (NREMT)
- E. The American Heart Association (AHA)
- F. The National Association of EMTs (NAEMT)

Academic or occupational programs accredited or approved by an external entity may have policies or procedures that are different or more restrictive than those of the college. These policies or procedures will supersede any conflicting College policies or procedures.

This handbook is to communicate the policies of the Yavapai College Paramedic Program. Policies for all Yavapai College students are found in the YC College Catalog in the Student Rights and Responsibilities section, <http://catalog.yc.edu/content.php?catoid=17&navoid=3004> and the Student Code of Conduct: <https://www.yc.edu/v6/student-services/codeofconduct.html>

The paramedic student must follow Arizona State Department of Health Services EMCT policies. Additional policies specific to the paramedic program are contained within this document.

This handbook is updated as necessary. Prospective and continuing students are accountable for staying updated with handbook changes, which will be communicated via myYC student email.

## **Advisory Committee**

The Yavapai College Paramedic Program has an active Advisory Committee in place, functioning in accordance with the following guidelines.

### **Purpose of Program Advisory Committee**

#### Committee Serves To:

As part of our commitment to ensuring the success of our students, we ask for regular feedback on our program's curriculum and resources from the committee. We value input on how well we prepare our students for employment or transfer to four-year institutions and how we can better meet the needs of incoming students. In addition, we offer assistance in finding internships, practicums, and employment opportunities for our students and can suggest ways to utilize community resources. We also prioritize the ongoing development of our faculty, staff, and students by identifying in-service training opportunities. To support our program, we help secure necessary material resources such as equipment and supplies and can assist in identifying funding sources or preparing grant proposals. Finally, we strive to maintain positive relationships with our community and appreciate their support in helping our program succeed.

#### In Exchange, The Program Will:

Provide recognition and feedback to the Committee members concerning the program's response to Committee suggestions and inputs.

### **Committee Membership**

To accomplish its purpose, a committee may include some or all of the following, depending on The program's objectives and needs:

#### *External Members:*

- Representatives of industries and organizations that are potential employers of students graduating from the Program.
- Representatives of the public
- Representatives from the public safety sector
- Representatives of community/governmental organizations which are potential internship, service, or practicum sites for students
- Professionals from the program discipline
- Students
- Program graduates
- Internal Members
- Medical Director
- Program Director
- Current Students
- Faculty from related programs
- Representatives from Yavapai College departments that connect with the workforce and transfer needs and opportunities, such as from Career and Advising Center and Workforce Development and Community Education.

The number of Committee members is subject to the judgment of the Program Director in consultation with the Dean of Health Sciences, with the goal being to ensure that the Committee will be effective, that a diversity of opinion/experience will be represented, and that most members/attendees are external to the college. Generally, eight (8) to twelve (12) persons, exclusive of the internal members, would be appropriate.

Internal members, including the Program Director, should number between three (3) and four (4).

The Dean of Health Sciences is an ex officio member of the Committee.



## **Purpose**

Policies and procedures guide Yavapai College Paramedic Program's instruction, skills sessions, clinical practicum, and field internship. Policies are the "rules" or statements to guide conduct in specific situations. Procedures describe the method of policy implementation.

Standard policies and procedures are useful in maximizing the clinical practicum experience by establishing specific expectations and assessment methods. The policies contained herein supplement but do not supersede YC's current Academic Policies and Student Code of Conduct contained in the Academic Catalog and the Student Handbook.

## **Review of Policies and Procedures**

The Advisory Committee, Program Director, Medical Director, Instructor/Coordinators, Clinical The Education Coordinator reviews the policies and procedures regularly. The policies and procedures identified in this handbook may be amended upon written notification of such changes to students and faculty. The Program Director is responsible for informing students and faculty of such changes in policy and procedures in writing before the implementation date.

## **Program Goal**

"To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession."

## **Admission Requirements**

Yavapai College has an open admission policy. To be admitted to the YC Paramedic Program, students must first meet the basic entrance requirements for admission to Yavapai College. However, admission to Yavapai College does not constitute automatic acceptance into the Paramedic Program. Based on the Yavapai College Paramedic Program Admittance Policy, students will be accepted into the Yavapai College Paramedic Program. Students must maintain their EMT-Basic and Basic Life Support – Healthcare Provider CPR certifications throughout the program.

## **Non-Discrimination**

Recruitment, admission, programs, activities, and facilities are available to all on a nondiscriminatory basis, regarding race, creed, religion, color, gender, sexual orientation, age, disability, veteran status, marital status, and/or national origin. YC is committed to creating an institutional climate that deepens our appreciation for diversity and the unique attributes of everyone.

## **Diversity and Pluralism**

Students, faculty, staff, and visitors of the YC Paramedic program are expected to conduct themselves in a manner that does not interfere with the academic or professional performance of others nor create an intimidating, hostile, or demanding educational or employment environment. The Yavapai College and the Department of Emergency Medical Studies have a strict policy against any form of intolerance, regardless of its basis in ethnicity, religion, cultural heritage, race, disability, gender, or sexual orientation.

## **Americans with Disabilities Act - Allowable Accommodations**

The Americans with Disabilities Act (ADA) of 1990 has implications that pertain to licensure or certification. The law permits testing that requires sensory, manual, or speaking skills where the tests are intended to measure essential functions of the profession. For example, an applicant with reading difficulties must take a written exam since the ability to read is a critical function in EMS.

Examinations are devised to measure students' reading ability, at least partially. In Emergency Medical Services (EMS), skill proficiency verifications must be performed within predetermined time frames. The ability to read and execute skills within time frames are indispensable functions for an EMS provider, and speed is crucial to patient care. As a result, individuals with disabilities cannot be deprived of the opportunity to take an examination in EMS. However, such individuals must be able to take a written exam and pass the skills proficiency verification within established criteria.

## **Reasonable Accommodations and Request Process**

A reasonable accommodation is a modification or adjustment made to enable an individual to access and participate in Yavapai College's courses, services, activities, and facilities equally. This measure ensures that all students, staff, and visitors can benefit from Yavapai College's offerings, regardless of any disability or impairment they may have. Yavapai College is committed to promoting inclusivity and diversity and fostering a welcoming and supportive environment by providing reasonable accommodations.

*Accommodation provided to eligible students may include:*

NOTE: Not all accommodation is available at every YC campus location.

- Note-taking assistance or note-taker.
- Sign language interpreters.
- Test accommodations.
- Adaptive equipment or assistive listening device
- Readers
- Alternative textbooks
- Specialized computer software and hardware
- Closed captioning for videos
- Computer adaptations

- Cart assistance.
- Disability Parking
- Accessible housing

## **Accommodation Assessment**

The college will attempt to accommodate all reasonable requests but is not obligated to an accommodation that requires a substantial change in the curriculum or alteration of any essential elements or functions of a program. The provision of reasonable and appropriate accommodation, as approved by the Disability Resources office, will be based on disability documentation.

## **How to request accommodation**

Determining reasonable accommodations is collaborative among students, Disability Resources staff, medical professionals, and instructors.

1. Schedule an intake interview with Disability Resources staff
2. Gather all pertinent and current required paperwork to bring to the intake interview, which documents the nature and extent of the stated disability.
3. At the interview, the student's strengths and needs and their condition will be discussed, services will be explained, and the student's rights and responsibilities will be reviewed.

*If you believe you have an undocumented disability, options can be discussed with Disability Resources. Email [disabilityresources@yc.edu](mailto:disabilityresources@yc.edu) or call to schedule an interview at 928-776-2085.*

## **We strongly recommend students contact the Disability Resources office when registering for classes.**

Depending on the time of year, it could take up to two weeks to get an appointment with the Disability Resources office and another two to four weeks to review your documentation and receive appropriate accommodation.

The Functional Job Description, outlined at the end of this section, describes the required skills and job requirements essential to EMS personnel. This description will guide all accommodation permitted for the EMT and paramedic students.

The following points pertain to those involved in EMS training and education programs: Students *cannot* be discriminated against based on a disability when offering educational programs or services.

There can be *no* accommodation during screening, evaluation, or course examinations that will compromise or fundamentally alter the assessment of skills required to function safely and efficiently in the profession.

Students who have received accommodation during the course need to fully understand that there is a separate process for requesting accommodation for the written certification exam, and eligibility for accommodation is determined on a case-by-case basis. In other words, just because a student was allowed accommodation during the course does not guarantee accommodation for the National Registry exam.

Documentation confirming and describing the disability should be submitted for consideration according to policy.

*Some accommodations are not allowed in the EMS Program because they are not in compliance with the essential job functions of an EMT or paramedic as outlined in the Functional Job Description.*

These include, but are not limited to:

1. *Students are not allowed additional time for skills with specific time frames.*

Patients would suffer due to life-threatening conditions in emergencies if treatment were delayed.

*Students are not allowed unlimited time to complete a written exam.*

This request is not considered reasonable because a candidate should be able to complete a test within a finite time.

Students will be allowed a maximum of time and one-half to complete written exams.

3. *Students are not allowed to have written exams by an oral reader.*

The ability to read and understand small English print is an essential function of the profession, and written exams are designed, at least in part, to measure that ability.

4. *Students are not given a written exam with a reading level of less than grade eight.*

The EMS profession requires a reading level of at least grade eight to work safely and efficiently.

5. *Students must take all exams during the scheduled time as a member of the enrolled class.*

The ability to utilize knowledge on the spur of the moment is essential for EMTs and paramedics.

Exams are given to elicit immediate recall and understanding of emergencies.

Students will be permitted a private space to take the exam.

Refer to the written examination policy regarding missed exams due to excused absences.

6. *Students must answer all written test questions as written. The test proctor or any other individual cannot explain the question.*

Additional descriptions of test questions would not be a reasonable accommodation because reading and understanding written English is essential to EMS communication.

Students must be able to understand and converse in medical terms appropriate to the profession.

Because of the critical nature of the tasks needed in emergencies, accommodation requests are considered very carefully on a case-by-case basis. The safety and welfare of the community must be ensured while providing complete protection of the certification applicant's rights.

The main question is: Can this individual perform the job's essential functions safely and efficiently with the requested accommodation?

For more information on the *Americans with Disabilities Act*, call the ADA information line at 800-514-0301.

### **Functional Position Description - EMT / EMT-P**

The following general position description for the EMT and EMT-P is a guide for advising those interested in understanding the qualifications, competencies, and tasks required for emergency medical services certification. An employer's ultimate responsibility is to define specific job descriptions within each Emergency Medical Services (EMS) entity.

### **Qualifications**

To qualify for EMS certification or licensure, an individual must complete a State-approved course and achieve competency in each psychomotor skill. In addition, the individual must achieve a passing score on the state written certification or licensure examination.

EMS personnel must be at least 18 years of age. Generally, the knowledge and skills required show the need for a high school education or equivalent. EMS personnel must have the following:

Ability to communicate verbally via telephone and radio equipment.

Ability to lift, carry, and balance up to 125 pounds (250 pounds with assistance)

Ability to interpret written, oral, and diagnostic form instructions.

Ability to use good judgment and remain calm in high-stress situations.

Ability to work effectively in an environment with loud noises and flashing lights.

Ability to function efficiently throughout an entire work shift.

Ability to calculate weight and volume ratios and read small print, both under life-threatening time constraints

Ability to read and understand English language manuals and road maps.

Ability to accurately discern street signs, address numbers, and interview patients, family members, and bystanders.

Ability to document, in writing, all relevant information in a prescribed format that is considered legal ramifications of such.

Ability to converse in English with coworkers and hospital staff as to the status of the patient.

EMS personnel should possess good manual dexterity and the ability to perform all tasks related to the highest quality patient care. The ability to bend, stoop, and crawl on uneven terrain and withstand varied environmental conditions such as extreme heat, cold, and moisture is vital. The ability to work in low light, confined spaces, and other dangerous environments is required.

## Description of Tasks

- Receives calls from the dispatcher, responds appropriately to emergencies, reads maps, and may drive an ambulance to the emergency site, uses the most expeditious route, and observes traffic ordinances and regulations.
- Determines nature and extent of illness or injury; takes pulse blood pressure, visually observes changes in skin color, auscultates breath sounds; decides regarding patient status, establishes priority for emergency care, renders appropriate emergency care (based on competency level); may administer intravenous drugs or fluid replacement as directed by physician.
- May use equipment (based on competency level) such as but not limited to, defibrillator, electrocardiograph, performs endotracheal intubation to open airway and ventilate patient, inflates pneumatic anti-shock garment to improve patient's blood circulation or stabilize injuries.
- Assists in lifting, carrying, and transporting patients to an ambulance and onto a medical facility.
- Reassures patients and bystanders, avoids mishandling patients and undue haste, and searches for medical identification emblems to aid care.
- Extricate patients from entrapment, assess the extent of injury, use prescribed techniques and appliances, use a radio dispatcher for additional assistance or services, provide light rescue service if required, and provide additional emergency care following established protocols.
- Comply with regulations in handling the deceased, notify authorities, and arrange to protect property and evidence at the scene.
- Determines appropriate facility to which patient will be transported, reports nature and extent of injuries or illness to the facility, asks for direction from hospital physician or emergency department.
- Observes patients en route and administer care as directed by physicians or emergency departments or according to published protocol.
- Identifies diagnostic signs that require communication with the facility.
- Moves the patient into the emergency facility from the ambulance.
- Reports verbally and in writing concerning observations about the patient and patient care at the scene and en route to the facility and assists emergency staff as required.
- Maintains familiarity with all specialized equipment.
- Replace supplies, sends used supplies for sterilization, and checks all equipment for future readiness; maintains ambulance in operable condition; ensures ambulance cleanliness and orderliness of equipment and supplies. Decontaminates vehicle interior; determines vehicle readiness by checking oil, gasoline, and water in battery, radiator, and tire pressure.

## **Occupational Risks**

The provision of emergency medical services poses inherent occupational risks for EMS responders. Risks include the following.

1. Violence/assaults
2. Verbal threats/aggression
3. Motor vehicle crashes
4. Infectious disease
5. Lifting injuries
6. Sprains and strains
7. Psychological trauma
8. Hazardous chemical exposure
9. Hyper/hypothermia

## **Pregnancy**

If a student is pregnant and enrolled in the Paramedic Program, a statement to the Program Director from the student's physician stating that role performance without restrictions is permitted and must be on file before further clinical practicum or field internship activity is allowed.

Yavapai College will not assume responsibility for medical services or medical complications that may arise related to the student's pregnancy.

## **Confidentiality**

Those associated with the EMS program should judiciously protect the right to privacy of students, staff, patients, families, and other health professionals. When knowledge gained in confidence is relevant or essential to others, all should use professional judgment when sharing information.

All those with access to confidential information must see that such information is accessible only to those directly concerned with the individual's health care delivery.

All information learned by the student about a patient during research and study is considered confidential. The confidentiality with which the information is to be treated should be established with the patient. Patient information should not be discussed in public places with those not involved with the student's study or patient's care. Failure to consider this can be considered an invasion of the right to privacy. This action may result in dismissal from clinical activities and the program.

## **Communication**

Yavapai College has designated email as the official method of communication with students regarding topics of an academic or administrative nature. The College will assign an email account to each student and expects students to be responsible for all information sent to them via their college email account FISDAP Announcement or Canvas Announcement boards.

The students must use their assigned Yavapai College student email account for the entire program. **Students are required to check their student email account at least once daily.** Students will contact YC EMS faculty through the following channels:

1. MyYC will be the **only** electronic communication channel between students and faculty. Student emails sent from personal email sites will NOT be acknowledged.
2. MyYC email is to be checked daily.
3. YC EMS faculty office telephone numbers are listed on the YC homepage directory.
4. Students will be notified of any policies, procedures, or program information changes using the MyYC. The student is responsible for checking their MyYC daily for timely updates.

## **Records**

Yavapai College respects each student's right to privacy and release, provides access to, and maintains a student's record, following all applicable state and federal regulations.

## **Program Evaluation**

EMS faculty will be evaluated during each semester. Honest opinions and comments are encouraged and appreciated. Students are allowed to remain anonymous and are not required to provide a signature on this evaluation form.

## **Ethical Standards**

Students are expected to meet the following ethical standards while in the Program: EMTs and paramedics are health care professionals regardless of whether they receive monetary compensation. Thus, an EMS professional is bound by the highest professional conduct and ethical standards. Students must ethically conduct themselves throughout the program's classroom, clinical, and field internship phases.



## Personal Appearance

The following guidelines are mandatory for students to comply with personal standards.

A. **Personal Hygiene**

The student will maintain personal hygiene, including oral care. The student will be free of offensive body odor and/or tobacco product odor. Perfumes, colognes, after-shave, scented lotions, and other skin products must not be a heavily noticeable scent. Clinical Rotations or the Field Internship does not permit perfumes, cologne, aftershave, scented lotions, and other skin products.

B. **Hair**

Hair must be clean, trimmed, well-groomed, worn up/off the collar, and secured back from the face so it does not fall forward while in uniform to meet health and safety standards. Unconventional hairstyles (such as Mohawk) are not permitted. No adornments may be worn in the hair (i.e., artificial flowers, scarves, or jewels) unless approved for cultural/religious reasons. Makeup should be minimal and have good taste.

C. **Fingernails**

The student will keep their fingernails clean and short. Nail polish is permitted without chips, with a neutral or pale polish, and not of an extreme or offensive color and/or design. Acrylic nails, artificial nails, gel polish nail wraps, or extenders are prohibited in Clinical Rotation sites or Field Internships.

D. **Jewelry/Piercings**

The only jewelry worn with the uniform is a wedding/engagement ring, one pair of small post earrings in earlobes only, and a wristwatch. Any jewelry style, including earrings or studs that detract from or cause undue attention to the professional image or present a safety concern is not permitted. Necklaces must be kept under clothing and not visible. Earlobe gauges must be filled or covered in flesh tones. A small skin-toned bandage is permitted to cover a visible piercing if necessary. Piercing of other visible body parts, including any type worn on the tongue, is not allowed.

E. **Discretionary Tattoos**

While the student is in uniform, discretionary tattoos on the arms will be the only tattoos displayed. Display of any unprofessional or offensive tattoo or brand (nudity or violence, sexually explicit or vulgar art, words, phrases, profane language, symbols to incite negative reactions, and initials or acronyms that represent criminal or oppressive organizations) regardless of their location is not allowed.

## **Uniform Standards**

The following guidelines are mandatory for students to comply with uniform standards. The student uniform is only worn with approved attire items. When wearing the approved uniform, the student will use good judgment that projects a professional image.

A student sponsored by a fire or EMS service may wear that service's uniform professionally.

The students will wear their uniform while attending classroom sessions, laboratory sessions, activities, Clinical Rotations, and the Field Internship. The student will not wear any other attire, including mixed uniform items.

A uniform item designated by an asterisk (\*) will be purchased through the vendor that the program has approved.

- A. **Uniform shirt**  
The uniform shirt must be clean and wrinkle-free. The uniform shirt\* will always be tucked into the uniform trousers.
- B. **Uniform trousers**  
The uniform trousers must be clean and wrinkle-free. The students will wear full-length navy blue or black trousers.
- C. **Uniform shoes/boots/socks**  
The student will wear black closed-toed shoes or boots. It may be athletic style or work boot.
- D. **Uniform belt/belt buckle**  
The student will wear a uniform belt. The uniform belt will fit through all the loops of the uniform trousers. The belt will be black, either plain-style, tactical, or basket-weave-style. The belt buckle will be plain with a black, silver, or gold finish.
- E. **Uniform hat**  
The uniform hat\* is optional. The student will wear a hat that displays the program logo. The hat will be worn normally (brim forward). A hat or other head cover **will not** be worn in the classroom or Clinical Rotations.
- F. **Uniform sweatshirt/jacket**  
The uniform sweatshirt\* and jacket\* with other uniform items is optional.
- G. **Alternative attire**  
Some Clinical Rotations will require and provide the student with alternative attire (e.g., scrub tops and scrub pants). The student will return each item before leaving the Clinical Rotation site.

#### H. **Yavapai College Student identification badge**

The student will properly display their YC identification badge while attending classroom sessions, activities, and Clinical Rotations. The Yavapai College identification badge must always be available to the student.

### **Criminal History**

Students with criminal records are forewarned that the Arizona Department of Health-Division of Medical Quality Assurance requires any licensure applicant who has ever been convicted or found guilty of a felony, regardless of adjudication, to explain the circumstances. The same applies to other states with licensure statutes and national certification boards. These individuals will need to gain clearance from these agencies before they are allowed to take state licensure and national certification examinations that are usually required for employment.

Students are advised that past criminal history could limit their ability to become a nationally registered or state-certified paramedic. Completing the paramedic program does not guarantee certification with either NREMT or the State of Arizona.

### **NREMT Certification**

Upon completing the YC Paramedic Program, the paramedic student will be issued a certificate of completion and eligible to apply with NREMT to become a paramedic. To become an NREMT paramedic, candidates must.

- Hold current NREMT or state EMT certification.
- Pass the NREMT-P cognitive exam.
- Test within two years of program completion.
- Hold current healthcare provider CPR certification.

Students should be familiar with NREMT certification policies as they may change. Students should understand that completing the YC program does not guarantee certification as an NREMT paramedic nor a guarantee of hire in the EMS field.

### **Student Health & Immunization Requirements**

#### Required Documentation for Paramedic Program Application

*Please ensure that you have copies of the following vaccination records for submission on your scheduled orientation date:*

- *2-dose series MMR*
- *2-dose series varicella*
- *Hep B 3-dose series, or a 2-dose series, or a YC exemption*
- *Negative TB skin test or chest x-ray (taken within the last six months of your clinical start date)*
- *Tdap (within the last ten years of your clinical start date)*
- *Current flu shot (or a YC exemption)*
- *COVID-19 vaccine card (or a YC exemption)*

## **Insurance Requirements**

All Paramedic students are required to obtain and maintain health insurance or show proof of coverage.

## **Clinical and Field Rotation Insurance Disclaimer**

Students who elect to participate in Clinical and Field Rotations while Yavapai College is not in session will be responsible for providing their insurance coverage during these experiences. Suppose a student is unable or unwilling to provide their coverage. In that case, they will only be able to participate in clinical and ride experiences when school is in session and must complete all clinical and ride requirements during the semester while school is in session. Students who elect to participate when school is not in session must sign the acknowledgment form in the Paramedic Program Handbook before the clinical coordinator can schedule them.

## **CPR Certification**

YC Paramedic students must hold current, valid American Heart Association, Basic Life Support CPR certification at the Healthcare Provider Level. Students must continue to maintain valid and current CPR certification at the Healthcare Provider Level while enrolled in the Paramedic Program.

## **Drug Screening**

Students enrolled in the YC Paramedic Program must undergo and pass a drug screening analysis to be eligible for clinical practicum and field internship placement. Students assigned to clinical educational experiences at clinical facilities may be required to undergo and pass random drug screening analysis to remain at the clinical site. Students who fail to pass or refuse to submit to a drug screening analysis will be deemed ineligible for clinical placement, which may affect their status in the program.

## **Drug Test Circumstances**

It is a condition of the program that students be required to submit to YC-approved drug tests under circumstances that include, but are not limited to:

- i. Investigations of incidents/accidents that result in bodily injury or property damage.
- ii. Where, in the opinion of YC, violations of safety rules or procedures are suspected.
- iii. Where, in the sole discretion of YC, there is reasonable cause to believe a student has been engaging in illegal drug use at any time or is working under the influence of alcohol.

## **Drug and Alcohol Policy**

YC intends to provide a learning environment that is free from the use of illicit drugs and alcohol.

## Rules

- i. The sale, manufacture, distribution, purchase, use, and possession of the following substances or having the following substances in one's body when reporting to class or any program-related activities while impaired by the following substances-intoxicants: nonprescription, narcotics, hallucinogenic drugs, marijuana, or other non-prescription controlled substances is prohibited while at YC or any activities involving YC.
- ii. The distribution, sale, purchase, use, or possession of equipment, products, and material that are used, intended for use, or designed for use with non-prescribed controlled substances is also prohibited while on YC property.
- iii. Arriving to class, the clinical or field internship setting with a measurable quantity of intoxicants, non-prescribed narcotics, hallucinogenic drugs, marijuana, or other nonprescribed substances in the blood or urine are prohibited.
- iv. Student use of prescription drugs while enrolled in the program is permitted, provided that the drug has been prescribed for the student by a licensed physician and is used by the physician's instructions and in the prescribed dosage, and also provided that use of the drug does not impair the student's ability to perform responsibilities in a class, the clinical or field internship setting safely and effectively.
- v. A student must report to a YC instructor or support staff the use of any prescription drug that may affect the student's safety or performance. A student may be required to provide YC with a copy of the prescription and medical verification. Suppose a student cannot perform responsibilities safely or effectively while taking prescribed medication in a class, clinical, or field internship setting. In that case, the student may be placed on medical leave until the situation is resolved.
- vi. The purchase, sale, or transfer of a prescription drug by any student to or from another student or any other individual on YC premises or otherwise engaged in YC activity is prohibited.
- vii. Students are prohibited from reporting to class or any other YC activity while impaired by, or under the influence of, any over-the-counter drug that may affect the student's safety or performance.
- viii. Reporting to or being in class or a related activity with a measurable quantity of prescribed narcotics in blood or urine is prohibited; also, reporting to or being in class or a related activity when using prescribed narcotics is prohibited if, in the opinion of YC, such use prevents the student from performing their responsibilities or poses a risk to the safety of the student, other persons, or property.
- ix. Violations of this policy will result in disciplinary action up to and including termination from the program. Instead of termination, other disciplinary action may apply in the judgment of YC, including, but not limited to, suspension from the program or requiring the student's attendance and successful completion of an approved substance abuse assistance or rehabilitation program.

## **Condition of Enrollment**

As a condition of enrollment in the paramedic program, every student must abide by the terms of this drug and alcohol policy.

## **Time Commitment for successful completion of EMS classes**

Students must know that courses in the YC EMS program are rigorous and demand a significant time commitment. The clinical and field rotations will require additional time commitment as scheduled by the student.

## **Paramedic Program Goals and Objectives:**

The goal of the EMS program at Yavapai College is:

*To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.*

These objectives are further outlined as follows:

- Cognitive Domain – Upon program completion, students can comprehend, apply, analyze, and evaluate information relevant to their entry-level EMT/paramedic role.
- Psychomotor Domain – Upon completing the program, the student will demonstrate technical proficiency in all the skills necessary to fulfill the role of an entry-level EMT/paramedic.
- Affective Domain – Upon program completion, the student will demonstrate personal behavior consistent with professional employer expectations for the entry-level EMT/paramedic. Domain measures the student's attitudes, behaviors, professional attributes, and classroom conduct. Passing is appropriate classroom behavior, professional ethics, and adherence to policy. Breaches will result in a student conference. Significant behavioral issues may fail the affective domain. In most cases, a written warning and a period for improvement will be given before assigning a failing grade.

The goal and objectives meet with standards from the Arizona Department of Education, United States Department of Transportation National Standard Curriculum for the EMT and Paramedic, Arizona statutes, and the Essentials and Guidelines of our accrediting agency, Committee on Accreditation of Emergency Medical Services Programs (CoAEMSP, 4101 W. Green Oaks Blvd. Suite 305-599, Arlington, TX 76016. (817) 330-0080).

## Attendance Policy

Attendance is mandatory for all lecture classes, lab classes, and clinical experiences. Each student's attendance will be recorded daily with a student signature. Class participation is a must. Participation includes but is not limited to practicing in class, participating in discussions, and assisting other classmates with group assignments. All students are expected to model appropriate professional behavior during the classroom, lab, or clinical instruction. Conduct violations that can negatively affect the student's grade include but are not limited to distracting classmates or instructors during class, cell phone use during class (texting or calls), delay, and absence.

Make-up sessions for missed lab sessions are subject to the instructor's discretion and are only available on specific days designated by the instructor.

Please be advised that it is imperative to meet the requisite number of hours to fulfill the requirements of the Paramedic Program successfully. Failure to do so may result in additional disciplinary measures, including the potential expulsion from the program.

**Suppose a student fails to show up for a vehicular ride or clinical shift without notifying the relevant authority. In that case, the student may face disciplinary action, potentially leading to dismissal from the EMS Program.**

In the event of any missed lecture hours, it is necessary to submit an outline covering the missed lecture material. These outlines are compulsory to verify that the student has reviewed the material and can confirm their completion of the required lessons.

- Punctuality is essential to professional conduct and must be upheld, barring exceptional circumstances. If a student is late for lectures, lab classes, or ride-time on three or more occasions, they will be summoned to meet with the lead faculty. During this meeting, both the students and faculty will sign written documentation.
- It is expected that students will attend and actively participate in all class meetings, lab hours, and ride-along times. Students who expect to be absent due to a school-sponsored activity must make prior arrangements with the instructor. Failure to comply with the instructor's and College's attendance and participation requirements may result in the student's removal from the course, as outlined in the Yavapai College General Catalog. If the student is not withdrawn from the class, the grade earned by the student will be entered into their permanent record, with the last date of attendance being documented for reference.
- The student enrolled in the EMS program is responsible for coordinating with the instructor to complete any missed assignments within a week of the original due date. Any submission delivered beyond the designated timeframe will be recorded as a "0" in the grade book.
- In the event of an unavoidable absence or delay to a clinical or field site, it is imperative that the student inform the EMS Program Clinical Education Coordinator within 24 hours. It is important to note that clinical and field areas have limited time, and therefore, students must comprehend that failing to attend and

perform at an acceptable level in these areas will deprive them of the opportunities to acquire the skills necessary to meet minimum safety requirements. This could potentially hinder their progress and growth in the field.

- A student must notify the lead faculty and the clinical coordinator if an absence is necessary. This must be done at least 60 minutes before the scheduled lecture starts, as well as the required lab hours or ride time.
- Students must attend their scheduled clinical assignments and be in complete uniform. If a student misses a shift, they must arrange a make-up shift with the clinical coordinator. Exchange of assigned clinical time is not allowed without prior approval from the EMS Clinical Education Coordinator.
- A student will receive a failing grade for their clinical area if they do not make up clinical absences, do not comply with the dress code policy, do not come prepared to meet the clinical objectives for the day, do not consistently apply appropriate safety measures, or fails to make proper judgments.
- Students are responsible for transportation to and from clinical and internship sites. Being late to a clinical site or out of uniform at a clinical site may result in the cancellation of the student's clinical or reassignment to another clinical location at the discretion of the EMS Clinical Education Coordinator.
- It is the student's responsibility to contact the faculty within 24 hours of the absence for make-up assignments.

### **Final Examinations**

Final exams are scheduled at the beginning of the semester, and students are expected to attend on the specified dates. No early or makeup exams will be allowed for finals. It is the responsibility of each student to plan accordingly and be present for all final exams.

### **Lab Skills Testing**

No makeup dates will be allowed for missed testing dates for lab skills. This policy is in place to ensure that there is sufficient staffing to test all students effectively. Students must plan accordingly to attend all scheduled lab skills testing sessions.



## **Student Code of Conduct**

As a student in the Yavapai College EMT Program, you are expected to maintain the highest level of professionalism, integrity, and ethical behavior in and out of the classroom. This includes all interactions with instructors, peers, patients, healthcare professionals, and community members during clinical rotations, ride-along, and other program-related activities. Violations of this code may result in disciplinary action, including dismissal from the program.

The following behaviors are strictly prohibited and are considered violations of the Student Code of Conduct:

- Academic dishonesty includes cheating, plagiarism, and any form of misrepresentation of your work.
- Disruptive behavior: Any actions that interfere with the learning environment, disrupt instruction, or negatively impact other students, instructors, or staff.
- Harassment or discrimination: Any form of harassment, intimidation, or discriminatory behavior based on race, ethnicity, gender, sexual orientation, religion, age, disability, or other protected characteristics.
- Substance abuse: The possession, use, or influence of alcohol, illegal drugs, or any intoxicating substances while on college premises or during any program-related activities.
- Unprofessional behavior includes patient confidentiality (HIPAA) violations, inappropriate communication, and failure to maintain a professional demeanor in clinical settings or during program activities.
- Violation of institutional policies: Students must follow all Yavapai College policies and regulations, and the rules set forth by clinical and field agencies.

## **Zero Tolerance Policy**

The Yavapai College EMT Program enforces a zero-tolerance policy for any violations related to harassment, discrimination, violence, threats, or unprofessional conduct. Any student found to violate this policy will face immediate investigation and potential dismissal from the program, regardless of prior conduct or standing within the course.

## **Title IX Compliance**

Yavapai College is committed to creating an educational environment that is free from any form of sexual harassment, gender-based discrimination, or violence. Under Title IX of the Education Amendments of 1972, students are protected from any form of discrimination based on sex, which includes sexual harassment, assault, dating violence, domestic violence, and stalking.

The EMT Program adheres to all Title IX regulations and policies, ensuring that students, faculty, and staff have the right to learn and work in an environment free from sexual misconduct. Any student who believes they have been subjected to sexual harassment or discrimination should report the incident immediately to the Title IX Coordinator at Yavapai College.

### **Title IX Reporting and Investigation**

All incidents of sexual misconduct, harassment, or discrimination must be reported to the Title IX Coordinator.

The college will conduct a prompt and thorough investigation of all complaints, ensuring confidentiality as much as possible.

Retaliation against any individual who reports a violation or participates in an investigation is strictly prohibited.

The Yavapai College EMT Program holds its students to the highest standards of conduct and professionalism. By enrolling in the program, you agree to uphold these standards, adhere to the code of conduct, and respect the rights and safety of all individuals. Failure to comply with these policies will result in disciplinary action and immediate dismissal from the program in cases of severe violations.

### **Disciplinary Actions**

An accusation of misconduct or a breach of ethical or professional standards against a student at any stage of the program will undergo investigation. The investigation process will include an interview with the accused student. Within seven days of the interview, the student may provide a written summary of the events surrounding the alleged misconduct, breach of ethics, or professional behavior. The investigation will be completed within 45 days from the start, and within 30 days of its conclusion, the student will be provided with a written summary of the investigation and decision. The decision may include disciplinary action ranging from a warning to termination of the program.

Yavapai College reserves the right to deny admission to any applicant and suspend or dismiss any student whose behavior is not aligned with the institution's best interests. Without prior notice, the college may modify regulations, rules, policies, procedures, fees, courses, or teaching assignments.

## **Disciplinary Progression**

The disciplinary framework governing lab, lecture, and Field Internship, Clinical rotation times, and Capstone Internship are as follows:

For the first offense, the instructor (Lab Tech, Program Faculty, Program Director) will issue a written warning to the student. The warning will be recorded on a student improvement plan and signed by the instructor. The written warning will be placed in the student's permanent file. The student will be placed on probation at Step 1 of the disciplinary progression plan.

For the second offense, the student will be dismissed from the class, lab class, or clinical rotation for the day, and this absence will be noted. The student must compensate for the missed time by attending an alternative campus date/time and arranging for a rescheduled clinical rotation. The second offense will be documented on a student performance improvement plan, which the student, the instructor, the Program Director, and the Dean of Health Sciences must sign. Subsequently, students will be placed on probation/improvement plans, and this documentation will be filed in the student's permanent record. Moreover, the program medical director will be notified of the student's probation status and improvement plan.

Upon the occurrence of a third offense, the student's participation in the program will be terminated. A formal record of the final incident will be established using a student performance improvement plan form, which the student must sign, along with the lead instructor, the program director, and the dean of health sciences.

Students who have received more than two (2) written counseling or two (2) written counseling for similar issues will be required to meet with the lead instructor and Program Director to develop a plan for improved performance. The Dean of Health Sciences and Public Safety may also be advised to participate in the meeting. Continued poor performance may lead to dismissal/withdrawal from the Program.

## **Probation**

Students placed on probation will be notified in writing. A student who fails to comply with the terms of probation will be terminated from the program.

Students may be placed on probation on academic grounds at the program's discretion. Students and staff will meet to organize an academic success plan.

## **Termination from the Program**

A student may be terminated from the program for not satisfying the academic or disciplinary policies and rules outlined in the Student Handbook, with/without placement on probation as follows:

- Failure to meet academic standards outlined in the grading policy, student handbook, and syllabus.
- Continued sub-standard academic performance after being placed on academic probation.
- Failure to meet the conditions of an improvement plan.
- Failure to meet course requirements during any phase of the program.
- Substantial or repeated violations of the standards of ethics, professional behavior, and conduct outlined in this handbook.
- Repeated absences, delays, or early departure as outlined in the attendance policy.
- Repeated failure to comply with applicable uniform and dress codes.
- Failure to complete submission of documents required for enrollment (i.e., medical screening information, application information, licenses, certifications) after notice by the Program administration.
- Repeated or substantial failure to comply with classroom, clinical site, or field station decorum rules.
- Repeated or substantial failure to comply with the reporting procedures for Incidents and Unusual Occurrences.
- Failure or refusal to participate in necessary investigatory proceedings for an incident or unusual occurrence.

A student who withdraws from a class or classes for disciplinary reasons is not entitled to a refund of enrollment, tuition, or special fees. Students dismissed from the Program for disciplinary reasons can reapply to the Program; however, the dismissal documentation will be considered part of the evaluation of student eligibility.

## **Immediate Dismissal Policy**

The Yavapai College EMT Program is committed to maintaining a safe, respectful, and professional learning environment. To preserve this environment, the program has established a Disciplinary Progression Plan to address student behavior that violates program policies, Yavapai College's Code of Conduct, or Title IX regulations.

However, based on the severity of the offense, the program reserves the right to place a student at any step within the disciplinary progression, including moving directly to dismissal from the program if the nature of the violation warrants such action.

## **Immediate Dismissal**

In serious violations, the program can bypass any or all steps in the disciplinary progression and move directly to dismissal from the program. Offenses that may result in immediate dismissal include, but are not limited to:

- Harassment, discrimination, or threats of violence against any student, faculty member, staff, or patient.
- Sexual misconduct or violations of Title IX regulations.
- Substance abuse, including the use or possession of illegal drugs or alcohol while engaged in any program-related activity.
- Gross negligence or unprofessional conduct in clinical or field settings that jeopardize patient safety.
- Academic dishonesty or falsification of academic, clinical, or program-related documentation.
- Breach of confidentiality or HIPAA violations.

## **Program Discretion**

The EMT Program reserves the right to determine the necessary disciplinary action based on each case's facts and circumstances. Depending on the nature and severity of the offense, the Program Director, in consultation with relevant faculty and college administrators, will assess the appropriate step in the progression. The program will always act in the best interest of the safety and integrity of the educational environment, its students, and the public.

By participating in the EMT Program, students acknowledge and agree that violations of policies may result in disciplinary action, including immediate dismissal, without the need for prior warnings or progression through lesser disciplinary steps if warranted by the severity of the offense.

## **Grievance**

In the event a student has a grievance, the student will use the following procedure to reconcile problems:

1. Confer with the Program Faculty. If the issue is not resolved, then.
2. Confer with the Program Director. If the issue is not resolved, then.
3. Confer with the Dean of Health Sciences. If the issue is not resolved, then,
4. Confer with the Vice President of Workforce and Health Sciences

## **Appeal of Disciplinary Termination**

If a student is terminated on disciplinary grounds, they may file a written appeal with the Dean of Health Sciences. The appeal must be filed within ten business days of the effective date of the termination. It must include an explanation of the circumstances of the termination and specific

and detailed reasons why the student believes the termination was unjustified. An appeal lacking this information will be summarily denied without further action.

The student may also submit any relevant witness statements.

The Dean of Health Sciences (or their designee) will review the appeal and take any necessary action to reach a decision, including interviewing the student and any relevant witnesses. The Dean will decide on the appeal within 45 days of its filing date. The decision will be final and binding.

## Student Competencies

Upon completion of the YC paramedic program:

- Be a competent entry-level paramedic.
- Demonstrate technical proficiency in all skills necessary to fulfill the role of entry-level paramedic.
- Demonstrate personal behaviors consistent with professional and employer expectations for the entry-level paramedic.
- Demonstrate ability to follow paramedic protocols.
- Demonstrate the ability to analyze, synthesize, and appraise clinical information relative to their role as an entry-level paramedic, qualified to take the State of Arizona-approved National Registry certification examination.

### Cognitive Domain Competencies

In the cognitive domain of adult learning, the student will be able to:

- A. Integrate comprehensive knowledge of EMS systems, workforce safety, wellness, research, EMS system communications, therapeutic communications, documentation, and medical/legal and ethical issues intended to improve the health and wellness of EMS personnel, patients, and the community.
- B. Apply fundamental knowledge of principles of public health and epidemiology, including public health emergencies, health promotion, and illness and injury prevention.
- C. Integrate a complex depth and comprehensive breadth of knowledge of the anatomy and physiology of all human systems.
- D. Integrate comprehensive medical terminology and abbreviations into written and oral communications.
- E. Integrate comprehensive knowledge of the pathophysiology of major human systems.
- F. Integrate comprehensive knowledge of life span development.
- G. Integrate comprehensive knowledge of the principles of pharmacology and administration of medications to formulate and implement a treatment plan.
- H. Integrate complex knowledge of anatomy, physiology, and pathophysiology to formulate and implement a treatment plan to ensure a patent airway, adequate respiration, oxygenation, and mechanical ventilation for patients of all ages.
- I. Integrate scene findings, patient assessment, and reassessment findings, history taking, monitoring devices, and ECG rhythm interpretation with knowledge of epidemiology and pathophysiology to formulate a field impression.
- J. Develop a list of differential diagnoses through clinical reasoning to formulate and implement a treatment plan.
- K. Integrate assessment findings with principles of epidemiology, pathophysiology, and knowledge of psychosocial needs to develop a field impression and to formulate and implement patient care.
- L. Demonstrate minimum score accuracy on high-stakes examinations and final examinations.

## **Psychomotor Domain Competencies**

In the psychomotor domain of adult learning, the student will be able to:

- A. Demonstrate minimum score accuracy on summative psychomotor examinations.
- B. Demonstrate minimum score accuracy on capstone psychomotor examinations.

## **Affective Domain Competencies**

In this domain of adult learning, the student will be able to demonstrate these affective competencies:

- A. Integrity.
- B. Empathy.
- C. Self-motivation.
- D. Appearance and personal hygiene.
- E. Self-confidence.
- F. Interpersonal dynamics.
- G. Time management.
- H. Teamwork.
- I. Respect.
- J. Advocacy.
- K. Professional service.

## **Clinical Rotation Competencies**

Clinical rotations are designed to integrate assessment findings with principles of epidemiology and pathophysiology, as well as knowledge of psychosocial needs and the skills to provide patient care within the scope of practice.

Students will document patient interactions, assessments, and skills in their Field Internship Student Data Acquisition Project Platinum Planner tool.

The approved and assigned preceptor will complete a student evaluation at the end of each Clinical Rotation. This evaluation and shift sign-off will be entered into the Platinum Planner tool.

### **1. Patient Assessment**

#### **Medical Patient Assessment**

- Perform a thorough history and physical examination.
- Identify and interpret normal and abnormal findings.
- Formulate differential diagnoses.
- Develop and implement appropriate treatment plans.



## Trauma Patient Assessment

- Conduct primary and secondary assessments.
- Recognize and manage life-threatening conditions.
- Perform rapid trauma assessments and focused physical exams.

## 2. Airway Management and Ventilation

### Basic Airway Management

- Perform airway maneuvers (head tilt-chin lift, jaw thrust).
- Utilize airway adjuncts (oropharyngeal and nasopharyngeal airways).

### Advanced Airway Management

- Perform endotracheal intubation.
- Utilize supraglottic airway devices.
- Manage ventilation using bag-valve-mask (BVM) and mechanical ventilators.

## 3. Cardiology

### Cardiac Monitoring and Rhythm Interpretation

- Conduct 12-lead ECG acquisition and interpretation.
- Recognize and manage cardiac dysrhythmias.

### Cardiovascular Emergencies

- Implement advanced cardiac life support (ACLS) protocols.
- Manage patients with acute coronary syndromes, heart failure, and shock.

## 4. Pharmacology

### Medication Administration

- Calculate drug dosages accurately.
- Administer medications via various routes (IV, IM, IN, oral, etc.).

### Pharmacological Knowledge

- Understand indications, contraindications, side effects, and interactions of commonly used EMS medications.

## 5. Medical Emergencies

### Respiratory

- Manage patients with asthma, COPD, and other respiratory conditions.

### Neurological

- Manage patients with seizures, strokes, and altered mental status.

### Endocrine

- Manage diabetic emergencies.

### Allergic Reactions and Anaphylaxis

- Recognize and treat allergic reactions and anaphylaxis.

## 6. Trauma Care

### Soft Tissue and Musculoskeletal Injuries

- Manage wounds, fractures, and dislocations.

### Head, Neck, and Spine Injuries

- Implement spinal immobilization techniques.
- Manage traumatic brain injuries.

### Chest and Abdominal Trauma

- Manage penetrating and blunt trauma to the chest and abdomen.

## 7. Special Populations

### Pediatrics

- Conducted pediatric assessments and managed pediatric emergencies.

### Geriatrics

- Recognize and manage age-specific issues in elderly patients.

### Obstetrics

- Manage obstetric emergencies, including childbirth and postpartum care.

### Psychiatric

- Assess and manage behavioral emergencies.

## 8. Professionalism and Communication

### Professional Conduct

- Demonstrate ethical behavior and decision-making.
- Maintain patient confidentiality and privacy.

### Communication Skills

- Interact effectively with patients, families, and healthcare teams.
- Document patient care accurately and thoroughly.

## 9. Clinical Integration

### Teamwork and Collaboration

- Work effectively as part of a healthcare team.
- Demonstrate leadership in clinical settings.

### Critical Thinking and Decision-Making

- Apply clinical reasoning to patient care situations.
- Adapt to dynamic and complex clinical environments.

### Evaluation Methods

- Direct Observation
- Simulated Scenarios
- Skills Checklists
- Patient Care Reports
- Feedback from Preceptors and Mentors

These competencies provide a structured framework for paramedic students to develop the necessary skills and knowledge during their clinical rotations, ensuring they are well-prepared for professional practice.

## Field Internship Competencies

The Field Internship is designed to integrate assessment findings with principles of epidemiology, pathophysiology, knowledge of psychosocial needs, and the skills to provide patient care according to practice.

Students will document patient interactions, assessments, and skills in their Field Internship Student Data Acquisition Project Platinum Planner tool.

The approved and assigned preceptor will complete a student evaluation at the end of each Field Internship Rotation. This evaluation and shift sign-off will be entered into the Platinum Planner tool.

### 1. Patient Assessment

#### Medical Patient Assessment

- Perform a thorough history and physical examination.
- Identify and interpret normal and abnormal findings.
- Formulate differential diagnoses.
- Develop and implement appropriate treatment plans.

#### Trauma Patient Assessment

- Conduct primary and secondary assessments.
- Recognize and manage life-threatening conditions.
- Perform rapid trauma assessments and focused physical exams.

### 2. Airway Management and Ventilation

#### Basic Airway Management

- Perform airway maneuvers (head tilt-chin lift, jaw thrust).
- Utilize airway adjuncts (oropharyngeal and nasopharyngeal airways).

#### Advanced Airway Management

- Perform endotracheal intubation.
- Utilize supraglottic airway devices.
- Manage ventilation using bag-valve-mask (BVM) and mechanical ventilators.

### 3. Cardiology

#### Cardiac Monitoring and Rhythm Interpretation

- Conduct 12-lead ECG acquisition and interpretation.
- Recognize and manage cardiac dysrhythmias.

#### Cardiovascular Emergencies

- Implement advanced cardiac life support (ACLS) protocols.
- Manage patients with acute coronary syndromes, heart failure, and shock.

#### 4. Pharmacology

##### Medication Administration

- Calculate drug dosages accurately.
- Administer medications via various routes (IV, IM, IN, oral, etc.).

##### Pharmacological Knowledge

- Understand indications, contraindications, side effects, and interactions of commonly used EMS medications.

#### 5. Medical Emergencies

##### Respiratory

- Manage patients with asthma, COPD, and other respiratory conditions.

##### Neurological

- Manage patients with seizures, strokes, and altered mental status.

##### Endocrine

- Manage diabetic emergencies.

##### Allergic Reactions and Anaphylaxis

- Recognize and treat allergic reactions and anaphylaxis.

#### 6. Trauma Care

##### Soft Tissue and Musculoskeletal Injuries

- Manage wounds, fractures, and dislocations.

##### Head, Neck, and Spine Injuries

- Implement spinal immobilization techniques.
- Manage traumatic brain injuries.

##### Chest and Abdominal Trauma

- Manage penetrating and blunt trauma to the chest and abdomen.

#### 7. Special Populations

##### Pediatrics

- Conducted pediatric assessments and managed pediatric emergencies.

##### Geriatrics

- Recognize and manage age-specific issues in elderly patients.

##### Obstetrics

- Manage obstetric emergencies, including childbirth and postpartum care.

##### Psychiatric

- Assess and manage behavioral emergencies.

#### 8. Operational Competencies

- Scene Management
  - Ensure scene safety.
  - Implement triage during mass casualty incidents.
- Patient Transport
  - Safely transport patients.
  - Communicate effectively with receiving facilities.

## 9. Professionalism and Communication

### Professional Conduct

- Demonstrate ethical behavior and decision-making.
- Maintain patient confidentiality and privacy.

### Communication Skills

- Interact effectively with patients, families, and healthcare teams.
- Document patient care accurately and thoroughly.

## 10. Field Internship Integration

### Teamwork and Collaboration

- Work effectively as part of a healthcare team.
- Demonstrate leadership in clinical settings.

### Critical Thinking and Decision-Making

- Apply clinical reasoning to patient care situations.
- Adapt to dynamic and complex environments.

### Evaluation Methods

- Direct Observation
- Simulated Scenarios
- Skills Checklists
- Patient Care Reports
- Feedback from Preceptors and Mentors

## Capstone Field Internship Competencies

The Capstone Field Internship is designed to solidify and integrate all competencies learned during the paramedic program. It involves functioning as an entry-level paramedic under the supervision of a preceptor, focusing on the following:

### 1. Independent Patient Care

#### Autonomous Assessment and Management

- Perform comprehensive assessments and develop treatment plans independently.
- Manage a wide range of medical and trauma emergencies without supervisory interjection.

### 2. Advanced Clinical Decision-Making

#### Critical Thinking

- Demonstrate advanced clinical reasoning in complex and dynamic situations.
- Make informed decisions quickly and effectively under pressure.

### 3. Leadership and Team Dynamics

#### Lead Field Teams

- Coordinate and lead a team during patient care scenarios.
- Demonstrate effective leadership and decision-making in high-stress environments.

#### 4. Preceptor Interaction and Feedback

##### Utilize Feedback for Improvement

- Actively seek and apply feedback from preceptors to improve skills and knowledge.
- Reflect on performance and identify areas for continued growth.

#### 5. Patient and Family Communication

##### Effective Communication

- Communicate clearly and compassionately with patients and their families.
- Educate patients and families about conditions, treatments, and follow-up care.

#### 6. Professional Development

##### Continuous Learning

- Demonstrate a commitment to lifelong learning and professional development.
- Stay current with best practices and emerging trends in paramedic care.

##### Evaluation Methods

- Direct Observation
- Simulated Scenarios
- Skills Checklists
- Patient Care Reports
- Feedback from Preceptors and Mentors

These competencies provide a structured framework for paramedic students to develop and demonstrate the necessary skills and knowledge during their Field Internship and Capstone Field Internship, ensuring they are well-prepared for professional practice.

- Arrive early.
- Be helpful.
- Maximize downtime.

Students should familiarize themselves with the clinical site and station-specific rules and expectations and adhere to them.

Students are not able to schedule their own Clinical or Field Rotations. Students must schedule all clinical and field shifts through the Clinical Education Coordinator. Any student scheduling and attending any clinical or field rotation outside of approved practices will be subject to disciplinary action, including dismissal from the Program.

Students cannot attend clinical or field rotations on a scheduled lecture or lab day. Under no circumstances should a student miss any portion of the lecture or lab to attend a clinical or field rotation.

## Completion Criteria for the Paramedic Program

Clinical settings: The following clinical hours must be completed and documented in Platinum Planner before the student can be permitted to graduate:

- Students must fulfill at least 500 hours encompassing Clinical Rotations, Field Internships, and Capstone Field Internships.
- Lecture and Lab: The student must maintain a “C” (75%) or higher throughout all courses.
- **Students enrolled in the Paramedic Program are required to complete all classes. Failure to pass any class will result in dismissal from the program, necessitating a restart from the beginning of the program.**
- The student must pass the comprehensive final exam with 75% or greater per Arizona State Requirements.
- The student must pass a final laboratory practical exam with 80% or better.
- The student must hold a valid AHA BLS, ACLS, and PALS provider card.
- The student must have met the ethical and behavioral standards of the EMS program, per the Yavapai College Affective Evaluation Form, and the college.

When all these criteria have been met, the students will be given a letter of completion indicating that they have met the educational requirements for Paramedic training set forth by the State of Arizona Dept. of Health Services, the State of Arizona Department of Education, and the Council on Accreditation of EMS programs.

## Eligibility for AZDHS/BEMSTS and NREMT Paramedic Certifications

The NREMT-Paramedic certification process includes the national cognitive examinations-computer-based tests (CBT). The NREMT oversees this process. NREMT-Paramedic certification must be obtained before the individual is eligible for the State of Arizona Paramedic certification process. The AZDHS/BEMSTS oversees this process.

**The NREMT-Paramedic certification process includes the national cognitive examination facilitated by a computer-based test (CBT) at an approved test center.** Students apply to and are scheduled for the CBT by the NREMT. Fees and requirements are determined by and are the sole responsibility of certifying organizations. The student is responsible for the cost.

Information regarding the State of Arizona Paramedic certification process can be accessed at this link:

**[www.azdhs.gov/preparedness/emergency-medical-services-trauma-system/index.php](http://www.azdhs.gov/preparedness/emergency-medical-services-trauma-system/index.php)** or call (602) 364-3150/ (800) 200-8523.

Information regarding the NREMT-Paramedic certification process can be accessed at this link:

**[www.nremt.org](http://www.nremt.org)** or call (614) 888-4484.

## **Academic Standards and Requirements**

The Emergency Medical Program (EMS) core curriculum is comprehensive, i.e., each course builds upon material learned in previous classes. Therefore, each course must be taken in sequence and passed with at least a grade of “C” to progress through the program curriculum. Individual course grading policies are the responsibility of the course faculty and will be stated in the course syllabus at the beginning of the course.

In the paramedic program, each student is evaluated regularly regarding comprehending theoretical concepts, safe performance, and psychomotor skills in the clinical area. Additionally, ethical and affective behaviors expected of the professional practitioner are evaluated by multiple clinical instructors and clinical associates. YC staff review individual student performance. Affective evaluations will be performed two times during the semester (midterm and end of class).

### **Written Platinum Planner Unit Exams**

Students will complete mandatory Platinum Planner unit exams on didactic content throughout their coursework. The student who wants to can ask to retake the exam for practice only, not for a grade. Students absent for the day of a unit exam have one week from the scheduled date to take the exam. If the absent student does not complete the exam within one week, they will receive a zero for that unit exam.

### **Cumulative Written Final Exam**

According to Arizona State Law, each approved program must require students to pass a comprehensive final written exam with a minimum of 150 questions and a practical examination evaluating the skills described in the current United States Department of Transportation EMT National Standard Curriculum. Yavapai College uses the Platinum Testing cumulative exam, which has been tested as valid and reliable. The student who fails the Platinum Testing final exam on their initial attempt will be allowed two (2) additional attempts at a prescheduled date/time before the end of the program.

### **Cumulative Practical Final Exam**

Students must pass the AZDHS State-approved Final Practical Exam(s) skills verification at the end of the program. No cell phones will be permitted with the students during their final exam testing. Students are to enter testing rooms with no personal items other than a writing instrument. Students who have completed their testing are not allowed to relay the specifics of the final exam to their peers who have yet to complete the exam.



## **General Guidelines**

All individuals must conduct themselves calmly and responsibly while engaging in lab activities. It is paramount that all written and verbal instructions provided by EMS staff are followed diligently. If there is any confusion regarding instructions or procedures, it is advised that the instructor be approached for clarification. It is strictly prohibited for any student to operate in the lab without explicit permission from the instructor. It is important to only handle equipment, chemicals, or other materials in the lab when explicitly instructed to do so. Only skills that the instructor has authorized should be performed. It is crucial that all instructions, both written and verbal, be followed with utmost care and attention to detail. When performing invasive skills or procedures, Body Substance Isolation (BSI) procedures must be used, which includes, but is not limited to, gloves and complete eye protection. Work areas must be kept clean and always organized. Sharps must be immediately disposed of in a sharp container upon removal from a student or simulator. It is advisable to refrain from touching the face while performing invasive skills. Scrubbing hands with soap and water after removing gloves and at regular intervals as needed or directed is imperative.

## **Safety Equipment**

Students and staff must be well-informed about the fire safety protocols during a laboratory session. In a fire, all individuals present must prioritize removing themselves and others to a safe location. Additionally, they must ensure that all oxygen devices and electrical equipment are turned off. Students and staff must be thoroughly acquainted with the location of all the safety equipment, including but not limited to first aid kits, fire extinguishers, eyewash stations, and sinks. They must also possess a comprehensive knowledge of the laboratory's fire alarm pull stations and emergency exits, including their location and function.

## **Accident or Injury**

Any accident, injury, or spillage must occur within the premises, no matter how trivial it may seem, and be immediately reported to the responsible instructor. All such reports will then be forwarded to the Program Faculty, who will notify the Emergency Services Program Director as deemed necessary. In case of an accident or injury in the clinical setting, the clinical site supervisor is similarly expected to be notified promptly.

In the event of a chemical splash in the eye(s), the eyes must be immediately flushed with running water from the eyewash station for under 20 minutes. Additionally, the instructor should be notified promptly.

## **Handling Equipment**

Taking proper precautions when handling electrical equipment is essential to ensure your safety. Remember to grip the plug, not the electrical cord, when removing it from the socket. Additionally, ensure your hands are completely dry before touching an electrical switch, plug, or outlet.

If you notice any damaged electrical equipment, report it immediately. Look for frayed cords, exposed wires, and loose connections. It is crucial never to use damaged equipment to avoid any potential risks.

If you are unsure how to operate a piece of equipment, seek guidance from your instructor before use. Obtaining authorization from the instructor before removing any equipment from the lab or stockroom is also essential. Your safety is our top priority.

## **Sharps and Biohazardous Waste**

Dispose of all used and broken sharps in an appropriate Sharps container. Never place used or damaged sharps in a trash container. Do Not place paper or other items, including alcohol preps and 4x4s, in a Sharps container. Appropriately dispose of all waste.

Red biohazard bags are to be used for blood-soaked items only. Do not place IV bags, paper, tape, equipment packaging, or other such items into red bag disposal.

## **Confidentiality Statement**

### Statement on Confidentiality and Dissemination of Patient Information

Considering the sensitive nature of our work, we must maintain the utmost privacy concerning the patient information we receive during our pre-hospital and clinical experiences. At Yavapai College (YC), we strictly prohibit the collection of patient information for any purposes related to treatment, payment, or healthcare operations unless it is required by law. Moreover, guidelines have been established to limit discussions of Protected Health Information (PHI) within the organization. However, the exchange of patient information required for essential healthcare operations such as billing, treatment, peer review, internal audits, and quality assurance activities is permissible.

We recognize and respect the privacy rights of patients who receive services from YC students. We understand that patients may need to provide personal information while receiving care. Such information may exist in various forms, such as oral, written, photographic, or electronic. As a result, all patient information must be considered strictly confidential and protected by applicable federal and state laws.

We hereby comply with all confidentiality policies and procedures YC provides. If we knowingly or inadvertently breach the patient confidentiality policies and procedures, we agree to notify the Emergency Services Program Director immediately. We understand that a breach of patient confidentiality may result in disciplinary action, potentially including our removal from the YC Paramedic Program. Furthermore, we acknowledge that a wrongful violation of patient confidentiality could subject us to criminal and civil penalties.

We have thoroughly reviewed and understood all the privacy policies and procedures provided by YC. We adhere to all such guidelines and know that any deviation may result in disciplinary action, including expulsion from the YC EMS Program. Our relationship with YC remains unchanged.

We remind all members of the YC EMS Program that taking photographs of patients during emergency calls or clinical facilities violates HIPAA regulations. Such a violation can result in immediate dismissal from the EMS program and possible civil/criminal charges, including loss of certification.

## **FERPA**

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights concerning their education records. These rights are:

The right to inspect and review their education record within 45 days of receiving an access request from Yavapai College. The student should submit a written request to the Registrar or other appropriate Yavapai College official that identifies the record(s) the student wishes to inspect. The Yavapai College official arranges for access and notifies the student of the time and place where the student may review the record(s). When a request is presented to a Yavapai College official who does not maintain the requested records, the Yavapai College official advises the student of the correct official to whom the request should be addressed.

The right to request the amendment of their education records if the student believes the record is inaccurate or misleading. The student should submit to the Registrar or other appropriate Yavapai College officials a written request to identify the part of the record the student wants to be changed and specify why it is inaccurate or misleading. The Yavapai College official notifies the student if it is decided not to amend the record as requested by the student. The Yavapai College official advises the student of their right to a hearing regarding the request for amendment and provides additional information regarding the hearing procedures to the student. The right to request the non-disclosure of personally identifiable information in their education record, except that FERPA authorizes disclosure without consent. Students should contact the Office of the Registrar for more details. One exception that permits disclosure without consent is the disclosure to school officials with legitimate educational interests. A school official is a person employed by Yavapai College in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel), a person or company with whom Yavapai College has contracted (such as an attorney, auditor, or collection agent), a person serving on the District Board of Trustees, or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing their duties. A school official has legitimate educational interests if they must review an education record to fulfill their professional responsibility. Upon request, Yavapai College discloses education records without consent to school officials (s) to which the student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by Yavapai College to comply with the requirements of FERPA.

**Yavapai College Paramedic Program  
Student Acknowledgement Form**

The *Yavapai College Paramedicine Education Program Student Handbook* prescribes standards of conduct for students enrolled in the program. The standards are in addition to those prescribed for students under Yavapai College policies and administrative regulations. Violating such standards may serve as grounds for program dismissal, suspension, or other discipline. Every student is expected to know and comply with all current policies, rules, and regulations as printed in the college catalog, class schedule, and the student handbook available at many sites throughout the college.

I have received a copy of the *Yavapai College Paramedicine Education Program Student Handbook*. I understand this handbook contains information about the guidelines and procedures of the Paramedicine Education Program. I also understand that I can find information about the general college policies in the *College Catalog* and the *College Student Handbook*. I can find information specific to each course in the respective course syllabus.

I have reviewed the student handbook and have been allowed to ask questions about its contents.

I acknowledge that I, \_\_\_\_\_, will be responsible for providing Insurance Coverage during Clinical and Field rotations that are attended during times when school is not in session, including scheduled breaks between semesters. I understand that if a student is unable or unwilling to provide their coverage, they will be limited to participating in clinical and ride experiences when school is in session. They must complete all clinical and ride requirements during the semester while school is in session.

I authorize the Yavapai College EMS Program to release proof of my immunizations, negative drug screening, and completion of a patient privacy course (HIPAA) to the clinical and/or vehicular agencies with whom I may complete rotations.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Appendices

### *Appendix A: Paramedic Program Advanced Placement Policy*

#### **Purpose and Scope Statement**

The Yavapai College Advanced Placement Policy for the Paramedic Program aims to clearly state the institution's position on advanced placement opportunities for students interested in applying to the program. Notably, Yavapai College does not offer advanced placement options for students who wish to bypass portions of the Paramedic Program curriculum. This policy has been put in place to ensure the consistency and integrity of the program, guaranteeing that all students undergo the same comprehensive training and meet the necessary standards for certification.

#### **Policy**

It is imperative to understand that the Paramedic Program at Yavapai College does not offer advanced placement opportunities to its students. Instead, all students who wish to pursue certification as paramedics must complete the program without interruptions. Advanced placement or exemption does not qualify a student for placement in the program's second semester. Therefore, each student must start from the beginning and progress through each semester sequentially.

**Program Objectives and Expectations:** The Paramedic Program at Yavapai College has set specific objectives and expectations that all students must fulfill. These expectations include completing specific competency skills as outlined by the Yavapai College EMS Program Advisory Committee while adhering to the recommended standards of the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) and the Commission on Accreditation of Allied Health Education Programs (CAAHEP).

**Compliance with Accreditation Standards:** The Yavapai College Paramedic Program meets the minimum standards recommended by CoAEMSP and CAAHEP for completing a paramedic program. The students are expected to display proficiency in all the required domains defined by these accrediting organizations.

“To prepare Paramedics who are competent in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains to enter the profession.”

#### **Implementation and Enforcement**

Upon approval, this policy shall be enforced immediately and communicated to all current and prospective students of the Yavapai College Paramedic Program. Any infraction of this policy may result in disciplinary action, up to and including the student's dismissal from the program, at the discretion of the program administration.

#### **Review and Revision**

This policy mandates that the Yavapai College Paramedic Program maintains the highest education and training standards. It ensures that all students receive the comprehensive instruction necessary to succeed in emergency medical services. The effectiveness and relevance of this policy shall be subject to periodic review. Any proposed revisions must be presented to the appropriate governing bodies for approval before implementation.

## **Purpose and Scope Statement**

The Transfer of Credits Policy for Yavapai College's Paramedic Program has been established to provide clear and comprehensive guidelines for students seeking to enter the program with credits from external sources. This policy has been implemented to ensure that all students enrolled in the Paramedic Program receive consistent and thorough training from the beginning of the curriculum. It is important to note that Yavapai College does not accept transfer credits from other paramedic programs at any point other than the beginning of the paramedic program. By adhering to this policy, Yavapai College aims to maintain the quality and consistency of its paramedic program while promoting fairness and equity for all students.

## **Policy**

*Transfer Credits Restrictions:* Yavapai College adheres to a strict policy on transfer credits for the Paramedic Program. Transfer credits from other paramedic programs are not accepted into the Yavapai College Paramedic Program. Students must commence the program from the first semester and progress sequentially through each subsequent semester. The college does not permit entry into the Paramedic Program at any point other than the beginning of the curriculum.

*Starting at the Beginning:* All Yavapai College Paramedic Program enrollees must commence their studies from the introductory semester, irrespective of their prior experience or training in paramedicine. This policy has been established to ensure uniformity in the education and training of all students and to conform to the objectives and accreditation standards of the program.

*Program Continuity:* The Paramedic Program commences with a comprehensive curriculum that equips students with foundational knowledge and skills essential for emergency medical services and subsequent semesters. This continuity in learning optimizes student outcomes and prepares them to meet the necessities of paramedic practice.

## **Implementation and Enforcement**

This policy will be promptly implemented and communicated to all present and potential students at the Yavapai College Paramedic Program upon approval. Any students found to violate this policy may be subject to disciplinary action, which could include expulsion from the program. The program administration will exercise discretion in such situations.

## **Review and Revision**

The Transfer of Credits Policy for the Yavapai College Paramedic Program aims to maintain its high standards of excellence and ensure that all students receive consistent and comprehensive training from the beginning of their education. This policy will be subject to periodic review to ensure its effectiveness and relevance. Any proposed revisions will be presented to the appropriate governing bodies for approval before implementation.

## *Appendix C: Experiential Learning and Credit Policy*

### **Purpose**

The purpose of this policy is to outline the guidelines regarding the assessment and awarding of academic credit based on experiential learning for students enrolled in the Paramedic Programs at Yavapai College. This policy ensures that all students, regardless of prior experience, receive consistent and standardized training that meets the program's academic and professional standards.

### **Policy Statement**

Yavapai College Paramedic Programs are committed to providing comprehensive, high-quality education that prepares students for the challenges and responsibilities of the paramedic profession. To maintain the integrity and rigor of the program, Yavapai College does not grant academic credit for prior experiential learning. All students admitted to the Paramedic Programs must complete the curriculum, starting from the beginning of the program.

### **Scope**

This policy applies to all prospective and currently enrolled students in the Yavapai College Paramedic Programs, including those seeking admission with prior experience in emergency medical services (EMS), healthcare, or related fields.

### **Rationale**

1. **Standardization of Training:** The Paramedic Programs are designed to meet specific educational and accreditation standards. Allowing students to bypass curriculum sections based on prior experience could result in gaps in knowledge and skills critical for paramedic practice.
2. **Accreditation Requirements:** Compliance with accreditation standards from bodies such as the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CoAEMSP) requires uniformity in student training and assessment.
3. **Patient Safety:** Ensuring all students have received the same foundational education reduces the risk of clinical errors, thereby promoting patient safety.

### **Program Requirements**

**Full Program Completion:** All students, regardless of their previous experience, must enroll in and complete each course and clinical requirement outlined in the Paramedic Programs curriculum.

**No Credit for Prior Learning:** No academic credit will be awarded for prior work experience, certifications, or non-collegiate training programs. All students will start the program from the initial course sequence as determined by the program's academic plan.

**Mandatory Assessments:** Students must complete all assessments, practical exams, clinical rotations, field internships, and Capstone Field Internships as outlined in the program syllabus.



## **Admissions Guidance**

Prospective students with significant prior experience in EMS or healthcare are encouraged to apply, but they will be informed of the program's policy regarding experiential learning. Admissions counselors will provide guidance on the program structure and the importance of completing the entire curriculum to ensure a comprehensive education.

## **Exceptions**

No exceptions to this policy will be granted. All students must adhere to the complete curriculum requirements outlined in the program guide.

## **Review and Updates**

The EMS Program Office will review this policy to ensure continued alignment with accreditation standards and educational best practices. Updates will be made to reflect changes in accreditation requirements or institutional policies.

This policy is integral to maintaining the high standards and quality of the Paramedic Programs at Yavapai College. It ensures that all graduates are fully prepared to meet the profession's demands and provide their patients with the highest level of care.

## **Scope Statement**

This policy applies to all Yavapai College Paramedic Program students participating in Field Internships and Capstone Internship experiences. It outlines the expectations, requirements, and responsibilities of students, preceptors, and affiliated agencies during these critical phases of the Paramedic Program. The policy ensures that all students have a consistent and educationally sound environment that meets the program's academic and professional standards.

## **Policy Statement**

The Field Internship and Capstone Internship phases of the Yavapai College Paramedic Program are essential components of the student's clinical education. These internships allow students to apply classroom knowledge in real-world settings under the supervision and guidance of experienced paramedics. The following guidelines ensure that students receive a high-quality educational experience while maintaining the integrity and safety of the clinical environment.

## **Requirements and Guidelines**

### **1. Student Identification and Uniform**

Students must be identified as students during all internship experiences. This identification must include always wearing the Yavapai College EMS Program uniform or a Yavapai College-issued name badge while on duty.

Uniforms and name badges must be worn according to the standards set forth by the Yavapai College Paramedic Program, ensuring that students are easily recognizable as learners rather than staff members.

### **2. Role of Students During Internship**

Students participating in Field and Capstone Internships must never be used as a substitute for regular staffing at the internship site. They should function solely in their capacity as students.

Students employed by the agency where they are completing their internship must not perform their usual job duties while fulfilling internship requirements. They must focus on their role as a student, engaging in learning experiences without the pressure of their regular responsibilities.

### **3. Supervision and Preceptorship**

Students must always be assigned as extra crew members during their internship shifts, ensuring they are not counted as part of the required staffing levels. (Third Rider)

During the Field Internship phase, students must be precepted by a paramedic with at least two years of experience. The preceptor must actively guide the student's learning and development.

For the Capstone Internship, students must be precepted by a paramedic with at least two years of experience and have completed the required Capstone preceptor training. The preceptor's training must be verified through the program's preceptor verification process before the internship begins.

#### 4. Preceptor Training and Verification

All preceptors for the Capstone Internship must undergo specific training provided or approved by the Yavapai College Paramedic Program. This training ensures that preceptors understand the internship's educational goals and are equipped to mentor and evaluate students effectively.

The EMS Program Office will verify the completion of preceptor training before assigning any student to a preceptor for the Capstone Internship. Preceptors who have not completed the necessary training will not be eligible to supervise students.

#### **Compliance and Accountability**

Students, preceptors, and affiliated agencies must adhere to this policy to ensure the safety, integrity, and educational quality of the Field and Capstone Internship experiences.

Any violation of this policy by students or preceptors may result in disciplinary action, including potential removal from the internship site or program.

This policy is designed to provide clear guidelines that support the educational objectives of the Yavapai College Paramedic Program, ensuring that all students receive a thorough and professionally supervised internship experience.

## **Scope**

The following policy applies to all individuals enrolled in the Yavapai College Paramedic Program, including students, faculty, and staff. This policy pertains to those engaged in patient care or operating in environments where they may be exposed to bloodborne pathogens. It encompasses all activities carried out in clinical settings, during field internships, and in any scenario with a potential risk of exposure to infectious diseases. The policy ensures a secure learning and working environment by providing comprehensive guidelines on infection control practices that must be consistently followed.

## **Purpose**

The Yavapai College Paramedic Program is dedicated to upholding the safety and well-being of its students, faculty, and patients. This policy delineates the essential measures and protocols to mitigate the risks of exposure to HIV and other bloodborne pathogens.

## **Universal Precautions**

As medical history and physical examinations may not consistently detect all patients with HIV or other bloodborne pathogens, it is imperative to implement universal precautions for all patients consistently. This approach, endorsed by the CDC, is especially crucial in emergency care settings where the risk of blood exposure is elevated and the patient's infection status is frequently unknown.

## **Barrier Precautions**

Healthcare providers must wear gloves when there is potential contact with any patient's blood, body fluids, mucous membranes, or non-intact skin. Additionally, gloves should be worn when handling items or surfaces contaminated with blood or body fluids and during venipuncture and other vascular access procedures. Changing gloves and thoroughly washing hands after each patient contact is essential.

**Masks, Protective Eyewear, or Face Shields:** These should be worn during procedures likely to generate droplets of blood or other body fluids to prevent exposure to mouth, nose, and eye mucous membranes.

**Gowns or Aprons:** Worn during procedures likely to generate splashes of blood or other body fluids to protect clothing and skin.

## **Hand Hygiene**

Hands and other skin surfaces should be washed immediately and thoroughly if blood or other body fluids are contaminated. Handwashing should be performed immediately after removing gloves.

## **Sharps Precautions**

To prevent injuries caused by needles, scalpels, and other sharp instruments:

Needles should not be recapped, purposely bent, broken by hand, removed from disposable syringes, or manipulated by hand.

After use, disposable syringes and needles, scalpel blades, and other sharp items should be placed in puncture-resistant containers for disposal. These containers should be as close as practical to the area of use.

Large-bore reusable needles should be placed in puncture-resistant containers for transport to the reprocessing area.

### **Ventilation Devices**

Although saliva has not been implicated in HIV transmission, emergency mouth-to-mouth resuscitation should be minimized. Mouthpieces, resuscitation bags, or other ventilation devices should be available for use in areas where the need for resuscitation is predictable.

### **Health Conditions**

Healthcare workers with exudative lesions or weeping dermatitis must refrain from direct patient care and handling patient care equipment until the condition resolves.

Pregnant healthcare workers are not at greater risk of contracting HIV than their non-pregnant counterparts. However, if a healthcare worker contracts HIV during pregnancy, there is a risk of perinatal transmission to the infant.

### **Accidental Exposure**

In the event of accidental exposure to potentially infective material, the student must immediately contact their Course instructor and Director of EMS for appropriate follow-up and intervention.

### **Compliance**

Adherence to this policy is mandatory for all Yavapai College Paramedic Program students and faculty. Non-compliance may result in disciplinary action, including dismissal from the program.

This policy is in place to protect the health and safety of all Yavapai College Paramedic Program participants and must be strictly followed.

Yavapai College Paramedic Program  
Student Acknowledgement Form  
Academic Year: August 2024 – May 2025

Student Name: \_\_\_\_\_

Student ID Y: \_\_\_\_\_

Program Start Date: \_\_\_\_\_

**Acknowledgment of Receipt and Understanding**

*I, the undersigned, acknowledge that I have received, read, and understood the contents of the \*\*Yavapai College Paramedic Program Student Handbook\*\*. I am aware that this Handbook outlines the policies, procedures, and expectations for students enrolled in the Paramedic Program. I understand that adherence to the guidelines in this Handbook is mandatory for my successful progression and completion of the program.*

**Key Points of Understanding**

*By signing below, I affirm my understanding and agreement to the following:*

- 1. Program Requirements:** *I understand the academic, clinical, and behavioral expectations required to complete the Paramedic Program, including attendance, punctuality, and participation in all scheduled classes, labs, and clinical experiences.*
- 2. Code of Conduct:** *I agree to abide by the ethical and professional standards outlined in the Handbook, including academic integrity, professionalism in clinical settings, and appropriate behavior with faculty, peers, and patients.*
- 3. Health and Safety Requirements:** *I acknowledge the need to comply with all health and safety requirements, including but not limited to immunizations, background checks, drug screening, and maintaining health insurance throughout the program.*
- 4. Grievance and Appeal Process:** *I am aware of the procedures for addressing grievances and appeals within the Paramedic Program and understand the steps necessary to resolve any issues or concerns.*
- 5. Program Changes:** *I understand that Yavapai College reserves the right to modify programming policies, procedures, and requirements, and I will be informed of any such changes in a timely manner.*
- 6. Confidentiality:** *I agree to maintain the confidentiality of all patient information and adhere to HIPAA regulations during my clinical experiences.*
- 7. Dismissal Policy:** *I understand the circumstances under which a student may be dismissed from the program, including academic failure, unprofessional behavior, or violations of program policies.*

**Signatures**

*By signing this form, I acknowledge that I have read and fully understand the Yavapai College Paramedic Program Student Handbook and agree to comply with the policies and procedures therein.*

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director/Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_